

ENGLISH LANGUAGE ARTS

MARYLAND COMMON CORE STATE CURRICULUM FRAMEWORK ENGLISH LANGUAGE ARTS

Maryland Common Core State Curriculum Framework

- *Language*
Grades 9 and 10
Grades 11 and 12

June 2011



Maryland Common Core State Curriculum English Language Arts

In June, 2010, the Maryland State Board of Education adopted the Common Core State Standards. During the summer and fall of 2010, Maryland educators examined the Common Core State Standards and the existing State Curriculum to determine which skills and content matched the Common Core State Standards. Based on this analysis, development of the new curriculum began. These Frameworks are the result of a yearlong effort by Maryland educators to unpack the Common Core State Standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the Common Core State Standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. The Frameworks are not intended to convey the order in which the standards should be taught nor the length of time to devote to a unit of study.

Key:

Black print – Common Core State Standards

Red print – The Essential Skills and Knowledge identified by Maryland Educators. These statements are intended to help teachers develop common understandings and valuable insights into what a student must know and be able to do to demonstrate proficiency with the standard.

Purple print – The Common Core State Standard was judged as an excellent match with the existing State Curriculum during the gap analysis, such as SC, 6 (read “State Curriculum, Grade 6)

The Maryland Common Core State Curriculum Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, you will see references such as See CCSS 6 SL4 (read “See Common Core State Standards, Grade 6, Speaking & Listening, Standard 4”). The following list shows the abbreviations used when referencing standards from the ELA Common Core State Standards:

RL – Reading Literature

RI – Reading Informational Text

RF – Reading Foundational Skills

W - Writing

SL – Speaking and Listening

L – Language

The Maryland Common Core State Curriculum Frameworks also integrate standards from the Maryland School Library Media Curriculum and the Maryland Technology Literacy Standards. These standards are indicated by the abbreviations MD SLM 6-8 ____ (read “Maryland School Library Media, grades 6-8, Standard, Indicator, Objective”) and TL (read “Technology Literacy Standards” followed by Standard, Indicator, Objective).

Maryland Common Core State Curriculum
English Language Arts

Language Standards (L)

Cluster: Conventions of Standard English*	
L.1 CCR Anchor Standard Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *	
Grade 9-10 students:	Grade 11-12 students:
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * (SC, 9-10)	L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (SC, 11-12)
L.1a Use parallel structure (SC, 9-10)	L.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (SC, 11-12)
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Strengthen oral and written language by revising and editing for parallel structure when appropriate and effective. Analyze and evaluate the effect of parallel structure in professional, peer, and personal writing. 	<ul style="list-style-type: none"> Compare and contrast changes in usage over time. Apply language usage to writing and speaking as appropriate for audience and purpose
L.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (SC, 9-10)	L.1b Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's modern American Usage</i>) as needed. (SC, 11-12)
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Demonstrate understanding of the absolute phrase. Strengthen oral and written language by revising and editing for a variety of phrases and clauses when appropriate and effective. Analyze and evaluate the effect of a variety of phrases and clauses on creating interest and adding meaning to professional, peer, and personal writing. 	<ul style="list-style-type: none"> Demonstrate knowledge and use of print and digital reference material to correct and/or confirm language usage.

Maryland Common Core State Curriculum
English Language Arts

Language Standards (L)

Cluster: Conventions of Standard English*	
L.2 CCR Anchor Standard Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *	
Grade 9-10 students:	Grade 11-12 students:
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 9-10)	L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 11-12)
L.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (SC, 9-10)	L.2a Observe hyphenation conventions. (SC, 11-12)
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Analyze relationships between independent clauses to determine when a semi-colon is appropriate. Strengthen writing by linking related independent clauses when appropriate and effective. Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest. 	<ul style="list-style-type: none"> Demonstrate knowledge of the function and use of hyphenation. Strengthen written language through the use of a hyphens, when appropriate and effective. Strengthen writing by revising and editing for the use of hyphenation. Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest.
L.2b Use a colon to introduce a list or quotation.	L.2b Spell correctly. (SC, 11-12)
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Demonstrate knowledge of the function and use of a colon. Apply the use of a colon appropriately to writing. 	<ul style="list-style-type: none"> Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS10-11 L6) Use print, digital, and internalized knowledge resources to support correct spelling. (See MD TL 5.0)
L.2c Spell correctly (SC, 9-10)	L.2c Not applicable to the grades 11-12 band.
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS10-11 L6) Use print, digital, and internalized knowledge resources to support correct spelling. (See MD TL 5.0) 	L.2c is not applicable to grades 11-12.

Maryland Common Core State Curriculum
English Language Arts

Language Standards (L)

Cluster: Knowledge of Language	
L.3 CCR Anchor Standard Apply Knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
Grade 9-10 students:	Grade 11-12 students:
L.3 Apply Knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (SC, 9-10)	L.3 Apply Knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (SC, 11-12)
L.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. (SC, 9-10)	L.3a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (SC, 11-12)
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Use print and digital style manuals appropriately to improve writing and speaking. (See also MD SLM 2.0, SLM 3.0, TL 5.0) <ul style="list-style-type: none"> Demonstrate understanding of the purpose and importance of style manuals. Apply the conventions and guidelines of a specific style manual. 	<ul style="list-style-type: none"> Analyze an author's syntax to determine its effect on meaning and/or style. Manipulate syntax to create interest and effect when writing. Select and use print and digital references appropriately in order to improve syntax. Arrange words and sentences to address audience needs, situations, and/or purposes. Use grammar concepts and skills to strengthen control of oral and written language. Demonstrate understanding of the nature and structure of language. See also MD standards SLM 2.0, SLM 3.0, TL 5.0

Maryland Common Core State Curriculum
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Language Standards (L)

Cluster: Vocabulary Acquisition and Use	
L.4 CCR Anchor Standard Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
Grade 9-10 students:	Grade 11-12 students:
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies. (SC, 9-10)	L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies. (SC, 11-12)
L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (SC, 9-10)	L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (SC, 11-12)
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning. Analyze a word's position, form, and/or function to determine meaning. Revisit key words used throughout a text to determine effect and meaning. 	<ul style="list-style-type: none"> Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning. Analyze a word's position, form, and/or function to determine meaning. Revisit key words used throughout a text to determine effect and meaning.
L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). (SC, 9-10)	L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). (SC, 11-12)
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Apply an understanding of the relationship between the form and meaning of a word. Recognize patterns of word changes that affect meaning or parts of speech. 	<ul style="list-style-type: none"> Apply an understanding of the relationship between the form and meaning of a word. Recognize patterns of word changes that affect meaning or parts of speech.
L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (SC, 9-10)	L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology or its standard usage. (SC, 11-12)
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm and refine word choice. (See MD standards SLM 3.0, TL 5.0) Demonstrate understanding of the history, development, and dynamic nature of the English language. Demonstrate understanding of the nature and structure of language. 	<ul style="list-style-type: none"> Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm and refine word choice. (See MD standards SLM 3.0, TL 5.0) Demonstrate understanding of the history, development, and dynamic nature of the English language. Demonstrate understanding of the nature and structure of language.
L.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (SC, 9-10)	L.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (SC, 11-12)
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Demonstrate the frequent and appropriate use of print and digital reference materials in order to improve comprehension of written and spoken text. Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm revisions and/or editorial choices. 	<ul style="list-style-type: none"> Demonstrate the frequent and appropriate use of print and digital reference materials in order to improve comprehension of written and spoken text. Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm revisions and/or editorial choices.

**Maryland Common Core State Curriculum
English Language Arts**

Language Standards (L)

Cluster: Vocabulary Acquisition and Use	
L.5 CCR Anchor Standard Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Grade 9-10 students:	Grade 11-12 students:
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (SC, 9-10)	L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (SC, 11-12)
L.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (SC, 9-10)	L.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (SC, 11-12)
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Recognize and interpret figurative language in spoken and written language. Analyze and evaluate the effect of figurative language on theme, style, and meaning. Use figurative language appropriately and effectively in speaking and writing. 	<ul style="list-style-type: none"> Recognize and interpret figurative language, word relationships, and nuances in writing and in speech. Analyze the role of figurative language, word relationships, and nuances in professional, peer, and personal writing and speech. Use figurative language, word relationships, and nuances appropriately and effectively in speaking and writing.
L.5b Analyze nuances in the meanings of words with similar denotations.	L.5b Analyze nuances in the meanings of words with similar denotations.
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning. Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively. 	<ul style="list-style-type: none"> Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning. Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.
L.6 CCR Anchor Standard Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Grade 9-10 students:	Grade 11-12 students:
L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (SC, 9-10)	L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (SC, 11-12)
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Demonstrate the behaviors of a strategic reader. Choose and employ vocabulary and diction appropriately for different purposes. Demonstrate frequent and appropriate use of print and digital reference materials. (See MD standards SLM 2.0, SLM 3.0, TL 5.0) Demonstrate independence in the analysis of vocabulary when encountered in content based text, speech, and across disciplines. 	<ul style="list-style-type: none"> Demonstrate the behaviors of a strategic reader. Choose and employ vocabulary and diction appropriately for different purposes. Demonstrate frequent and appropriate use of print and digital reference materials. (See MD standards SLM 2.0, SLM 3.0, TL 5.0) Demonstrate independence in the analysis of vocabulary when encountered in content based text, speech, and across disciplines.